

Science

Children, of all ages and abilities, appear to be gifted with an innate curiosity regarding the world around them. This natural desire to investigate can become the basis for active questioning, hands-on examination, collecting and comparing information, and drawing meaningful conclusions from events in the everyday world. A young child's understanding of science grows from these fundamental concepts.



In Holbrook, children observed evolution - from egg to chick.

Children need to practice scientific skills such as predicting (when will the egg hatch, how big will the chick be, will the chick have feathers, what will it eat, how will it get out of the egg shell, etc.), making observations over time (hours, minutes, weeks, days, etc), classifying, hypothesizing, experimenting, and communicating. As a result of experimentation during science-based activities, children's vocabularies grow to support and describe new and prior knowledge, to make comparisons and predictions, and to discuss findings and theories.



Kindergarten children in Lake Havasu City explore familiar and unfamiliar habitats within their classroom.



It is possible to explore science through many activities including: cooking, art, gardening, raising animals and insects, water play, sand play, weather observation, color combining, measurement, and/or experimentation with light, texture, movement, smell, taste, touch, sight, and sound. Just as in the study of science, the possibilities for discovery within the early childhood learning environment are countless. Only the imagination can place limits on the questions to be answered in early childhood scientific discovery.